



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1755 N Idaho Road, Apache Junction, AZ 85219

Apache Junction Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Joyce Gingrich  
Schedule : 07:30 AM to 04:15 PM  
Grades : K-5  
Web Address : [www.fpes.ajusd.org/](http://www.fpes.ajusd.org/)  
Phone Number : (480) 982-1110  
Fax Number : (480) 982-1708  
E-mail : [jgingric@fpes.ajusd.org](mailto:jgingric@fpes.ajusd.org)

### Mission

We are committed to high-quality instruction in a caring environment preparing students for life, both academically and socially. Our goal is to instill in our students a sense of responsibility, self-discipline, respect, and acceptance for the rights and differences of others. Our school vision is: Four Peaks' purpose...every student foundationally prepared for middle school.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To effectively differentiate instruction in reading and mathematics to meet our students' individual needs.
- ü To prepare our students for success on AIMS and Terra Nova state mandated tests.
- ü Heighten student interest in math, increase scores, and better prepare them for higher level mathematics.
- ü Improve student writing by effectively using the Six Trait Writing Process.

### Enrollment

October 1, 2005 School Year Student Enrollment : 372  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 82

## Instructional Programs

- ü Special Education Program
- ü Title I Reading
- ü Gifted and Talented
- ü Six Student Computers per Classroom
- ü Literacy Plan
- ü Accelerated Reader
- ü 50 In a Minute
- ü Math Their Way

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

We will inform parents of their child's progress and needs, maintain high standards for academic achievement and positive behavior, maintain open lines of communication, involve parents in school programs, share responsibility for improving achievement as mandated by the state of Arizona.

### Parents

A parent/caregiver should support the child by ensuring daily attendance, helping to develop positive behaviors in the child, attend parent conferences and school functions, monitor school work, encourage the child to read at home, and learn about the Arizona Academic Standards.

## Transportation Policy

Ninety-five percent of our student population are eligible to ride the bus to school. Most do ride, aside from a small number of walkers and parent-transported students attending from other enrollment areas. In addition, transportation home is provided for after-school activities.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü VFW Outstanding Teacher recognition--two staff members	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	472	80010	100	98	99	418	448	447	27	9	10	23	16	18	45	58	53	5	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	221	38935	100	99	99	412	447	447	32	10	9	16	14	19	52	59	55	NA	16	17
Male	39	251	40974	100	98	98	422	449	448	23	8	11	28	18	18	41	57	52	8	17	19
African American	NC	10	4201	NC	100	99	NC	NA	430	NC	NA	17	NC	NA	23	NC	NA	51	NC	NA	9
Hispanic	18	122	34545	100	100	99	417	433	432	17	12	14	28	20	24	56	60	53	NA	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	42	324	35142	100	97	99	420	453	465	31	8	5	19	15	11	43	58	56	7	20	28
Students with Disabilities	17	77	10161	100	91	93	376	412	419	59	30	28	29	32	28	12	34	36	NA	4	8
Students without Disabilities	47	395	69849	100	100	100	429	454	451	15	5	7	21	13	17	57	63	56	6	19	19
Limited English Proficient Students	NC	29	14013	NC	100	97	NC	403	413	NC	34	24	NC	28	34	NC	38	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	40	216	39029	98	96	98	406	434	432	35	14	14	25	20	25	38	57	52	3	8	9
Non-Economically Disadvantaged	24	256	40981	100	100	100	435	459	462	13	5	6	21	13	13	58	58	54	8	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	450	79438	98	94	98	429	455	451	16	6	9	29	21	24	53	64	56	2	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	216	38775	92	97	99	433	460	457	13	6	7	26	17	22	61	65	58	NA	12	13
Male	39	234	40560	100	91	97	426	451	446	18	6	12	31	25	25	49	62	54	3	7	9
African American	NC	10	4178	NC	100	98	NC	NA	439	NC	NA	13	NC	NA	29	NC	NA	52	NC	NA	6
Hispanic	18	117	34297	100	98	98	429	440	434	11	10	14	33	27	31	50	57	50	6	5	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	40	307	34887	95	92	98	430	461	471	20	5	4	23	18	15	58	66	63	NA	11	18
Students with Disabilities	15	55	9588	88	65	88	395	424	416	33	16	30	27	42	32	40	38	34	NA	4	5
Students without Disabilities	47	395	69850	100	100	100	436	459	456	11	5	7	30	18	23	57	67	59	2	10	12
Limited English Proficient Students	NC	26	13856	NC	90	96	NC	404	407	NC	35	27	NC	35	43	NC	31	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	38	200	38685	93	89	97	424	440	435	18	10	14	26	27	32	53	61	50	3	3	5
Non-Economically Disadvantaged	24	250	40753	100	98	99	436	467	467	13	3	5	33	17	16	54	66	62	NA	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	475	79971	100	99	99	382	415	423	17	10	8	45	43	41	33	43	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	221	38974	100	99	99	368	428	437	24	8	5	44	37	33	24	51	57	8	5	4
Male	39	254	40895	100	99	98	391	405	410	13	11	10	46	49	47	38	37	41	3	3	2
African American	NC	10	4203	NC	100	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	18	122	34481	100	100	99	400	408	410	6	11	10	56	44	46	28	41	43	11	4	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	42	327	35150	100	98	99	377	417	437	21	9	5	40	43	35	36	43	56	2	4	5
Students with Disabilities	17	82	10258	100	96	94	285	355	377	41	29	23	35	56	51	18	12	25	6	2	1
Students without Disabilities	47	393	69713	100	99	100	406	427	429	9	6	5	49	41	39	38	50	52	4	4	3
Limited English Proficient Students	NC	29	13985	NC	100	97	NC	359	382	NC	28	18	NC	45	54	NC	28	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	40	219	38994	98	97	98	369	398	409	20	13	10	50	48	47	28	37	41	3	1	1
Non-Economically Disadvantaged	24	256	40977	100	100	100	400	430	437	13	7	5	38	39	34	42	49	56	8	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	488	80147	99	98	99	461	488	482	15	8	11	22	15	17	54	55	49	9	23	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	236	39281	100	98	99	456	483	483	13	9	9	29	18	17	53	54	50	5	19	24
Male	40	250	40780	93	97	98	465	493	482	18	7	12	15	11	17	55	56	48	13	26	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	12	114	33494	100	99	99	440	481	466	25	13	15	33	18	23	42	50	49	NA	19	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	63	351	36122	97	97	99	462	489	501	13	6	5	21	14	10	59	58	50	8	22	35
Students with Disabilities	19	88	10295	90	91	92	427	451	443	53	27	33	26	28	26	16	36	33	5	8	8
Students without Disabilities	59	400	69852	100	100	100	471	496	488	3	4	7	20	12	16	66	59	51	10	26	26
Limited English Proficient Students	NC	21	12722	NC	100	97	NC	430	441	NC	38	27	NC	29	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	47	226	38371	98	95	97	459	475	465	21	13	15	15	17	23	57	58	49	6	12	13
Non-Economically Disadvantaged	31	262	41776	100	100	100	464	500	498	6	3	6	32	13	11	48	52	49	13	32	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	473	79686	95	95	98	469	486	470	11	5	11	23	19	24	61	64	57	5	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	230	39163	100	96	99	471	484	475	11	6	9	14	19	22	73	66	60	3	10	10
Male	38	241	40438	88	93	97	466	487	465	11	5	13	32	19	25	50	61	54	8	15	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	11	109	33299	100	95	98	447	477	452	18	9	17	18	21	32	64	58	47	NA	12	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	61	342	35914	94	94	98	471	489	489	8	4	5	25	19	15	62	65	67	5	13	14
Students with Disabilities	16	72	9808	76	74	87	434	447	432	38	18	35	31	47	32	31	32	30	NA	3	3
Students without Disabilities	59	401	69878	100	100	100	478	493	475	3	3	8	20	13	23	69	69	61	7	14	9
Limited English Proficient Students	NC	18	12594	NC	86	96	NC	428	422	NC	39	34	NC	39	45	NC	17	21	NC	6	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	44	216	38095	92	91	97	465	472	452	11	8	17	25	26	32	61	58	48	2	7	3
Non-Economically Disadvantaged	31	257	41591	100	98	99	474	497	486	10	3	6	19	12	16	61	68	65	10	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	487	80372	97	98	99	463	473	475	8	4	4	31	31	30	60	63	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	236	39452	100	98	99	479	481	488	8	3	3	18	25	22	71	69	72	3	3	3
Male	39	249	40836	91	96	98	447	465	464	8	4	6	44	37	37	49	58	56	NA	0	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	12	112	33608	100	97	99	446	467	462	17	5	6	25	30	36	58	63	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	62	352	36213	95	97	99	465	475	489	5	3	2	34	32	22	60	63	72	2	1	3
Students with Disabilities	18	85	10526	86	88	94	420	433	427	22	13	15	50	56	53	28	28	31	NA	2	1
Students without Disabilities	59	402	69846	100	100	100	475	481	482	3	2	3	25	26	26	69	71	69	2	1	2
Limited English Proficient Students	NC	20	12747	NC	95	97	NC	390	432	NC	25	12	NC	65	52	NC	10	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	46	229	38521	96	97	98	452	460	461	9	6	6	37	38	38	52	55	55	2	0	1
Non-Economically Disadvantaged	31	258	41851	100	98	100	478	484	489	6	2	3	23	26	22	71	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	458	79306	100	97	99	474	501	504	18	8	13	31	22	20	51	57	49	NA	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	237	38845	100	98	99	472	499	505	17	7	11	39	26	20	44	54	50	NA	13	18
Male	32	221	40383	97	95	98	477	503	504	19	9	14	22	18	19	59	59	47	NA	14	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	12	98	32673	100	93	99	462	495	487	33	10	18	17	21	25	50	58	46	NA	10	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	51	346	36234	100	98	99	475	502	523	14	8	6	35	22	13	51	57	52	NA	14	28
Students with Disabilities	18	56	10286	100	81	91	430	456	462	61	38	41	22	36	27	17	27	27	NA	NA	5
Students without Disabilities	50	402	69020	100	100	100	488	507	510	2	4	9	34	20	18	64	61	52	NA	15	21
Limited English Proficient Students	NC	14	10291	NC	93	96	NC	453	458	NC	36	38	NC	36	34	NC	29	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	43	201	37437	100	95	97	472	491	486	21	10	19	33	28	26	47	54	46	NA	8	9
Non-Economically Disadvantaged	25	257	41869	100	98	100	478	509	521	12	7	7	28	17	14	60	59	51	NA	17	27

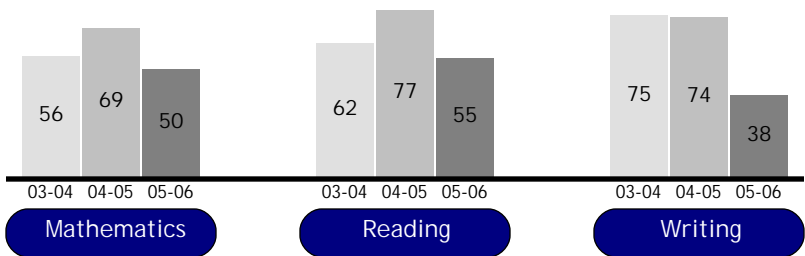
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	449	79000	93	95	98	470	495	489	11	4	10	40	21	24	49	67	58	NA	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	232	38774	97	96	99	473	497	494	12	3	7	38	21	22	50	67	61	NA	9	10
Male	29	217	40150	88	94	98	467	493	485	10	5	12	41	22	25	48	66	55	NA	8	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	12	98	32508	100	93	98	457	486	472	33	6	15	25	24	33	42	66	49	NA	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	46	336	36135	90	95	98	471	498	508	4	3	4	48	20	14	48	67	67	NA	10	15
Students with Disabilities	13	46	9991	72	67	88	440	459	449	38	17	33	23	39	36	38	43	29	NA	NA	2
Students without Disabilities	50	403	69009	100	100	100	476	499	495	4	2	6	44	19	22	52	69	62	NA	9	10
Limited English Proficient Students	NC	14	10199	NC	93	95	NC	449	439	NC	29	35	NC	43	47	NC	29	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	40	197	37234	93	93	97	470	486	472	15	6	15	35	25	33	50	64	50	NA	5	3
Non-Economically Disadvantaged	23	252	41766	92	97	99	471	503	505	4	2	5	48	18	16	48	68	65	NA	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	465	79611	97	98	99	462	500	496	18	6	7	36	32	37	45	61	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	239	39016	100	99	99	474	516	511	11	3	4	37	28	29	51	69	66	NA	1	1
Male	31	226	40519	94	97	98	449	482	482	26	10	10	35	38	44	39	53	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	12	103	32855	100	98	99	456	498	481	25	7	10	17	32	43	58	61	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	49	347	36380	96	99	99	462	500	511	16	6	4	41	33	30	43	61	65	NA	1	1
Students with Disabilities	17	65	10664	94	94	94	349	424	440	65	31	23	12	40	54	24	29	22	NA	NA	1
Students without Disabilities	49	400	68947	98	99	100	494	511	504	2	2	4	45	31	34	53	66	61	NA	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	442	438	NC	27	22	NC	47	57	NC	27	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	41	207	37626	95	98	98	467	488	479	17	8	10	29	37	45	54	55	45	NA	NA	0
Non-Economically Disadvantaged	25	258	41985	100	99	100	453	509	511	20	4	4	48	29	30	32	66	65	NA	1	1

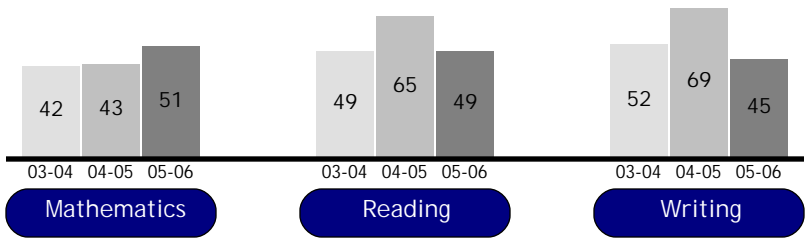
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	44	NA	58	95	50	55	47	94	43	56	46
	Language	97	41	52	50	95	51	58	47	94	59	65	48
	Mathematics	100	56	66	64	95	55	57	50	100	54	59	52
3	Reading	98	44	NA	55	100	49	50	44	90	32	54	46
	Language	95	42	60	61	100	44	47	44	94	34	46	46
	Mathematics	97	46	66	61	100	48	52	51	94	32	54	52
4	Reading	96	47	NA	56	92	52	53	48	94	56	63	52
	Language	97	35	53	52	92	60	55	49	96	52	63	52
	Mathematics	99	45	62	61	92	49	54	53	97	50	59	58
5	Reading	95	51	NA	55	94	45	56	50	90	41	61	56
	Language	94	41	53	49	94	45	55	50	96	37	58	54
	Mathematics	95	52	62	63	94	37	48	49	97	34	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Four Peaks Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Uniform/Dress Code Policy
- Ü School Safety
- Ü Parent/Educator Relations
- Ü Extracurricular Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	9.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	3	2	0	0
10 or more years	3	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Library/Media Center
- Ü Nature Trail
- Ü Ball Fields
- Ü Covered Play Area

### Extracurricular Activities

- Ü Student Council
- Ü Gifted and Talented
- Ü Tutoring
- Ü Afterschool Athletic Activities
- Ü Art Club
- Ü Math Club
- Ü Reading Club

### Social Services

- Ü Project Help (Clothing/Food Bank)
- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services/Crisis Intervention
- Ü Student Attire for Education (Uniforms)

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü We showed positive gains in our Terra Nova and AIMS standardized test results and have been identified as an Arizona performing school.
- ü Respect is evident on our campus through everyday interactions of students, staff, and teachers. In addition, we follow the ideals of Character Counts and the Six Pillars of good character.
- ü Third place winner of the Scholastic Book Corporation sponsored competition showing how our school promotes reading both here and in our community.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Respect is emphasized on a daily basis. Children are supervised on our playgrounds, cafeteria, and bus loading areas. Visitors must sign-in before going on campus. A visitor's badge is provided. All staff members wear identification badges. In addition, our campus is closed with gates secured on a daily basis. Fire drills are conducted by the local fire department on a regular basis. We also practice Code Red drills during the school year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Joyce Gingrich	(480) 677-7503
Transportation Policy	Jill Nordick	(480) 982-1110
Community Resources	Carol Shephard	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	Holly Scott	(480) 983-8004
Student Health/Nurse	Kim Dickerson/Heather Lundquist	(480) 677-7502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.